SEED 4289

TEACHING INTERNSHIP SEMINAR

Semester Hours: 3
Semester/Year: Spring, 2011
Instructor: Dr. Judy Butler
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Online Support
CourseDen Home Page
https://westga.view.usg.edu/
CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help
UWG Distance Learning
http://distance.westga.edu/
UWG On-Line Connection
http://www.westga.edu/~online/
Distance Learning Library Services
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Ingram Library Services
http://westga.edu/~library/info/library.shtml
University Bookstore
http://www.bookstore.westga.edu/

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education.
This course is designed to engage interns in a critical reflection of issues, topics, materials, and skills appropriate to their professional development and teaching experience during their
The course will also serve as a capstone experience for satisfying exit requirements of the program. Taken concurrently with SEED 4286, 4287, or 4288.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of Developing Exemplary Practitioners, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (e.g., INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course’s objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will use interactive technology, small group discussion, Microsoft Office tools, and writing across the curriculum as strategies. Students are expected to read the text and use it as a guide for their Internship. Students are expected to use CourseDen for discussions.

COURSE OBJECTIVES

Students will:

1. discuss issues related to internship, including topics derived from didactic course work, topics of group interest and topics introduced by guest speakers and the course instructor (Danielson, 2006; Marzano, Pickering, & Pollock 2004); (Decisive; Reflective; INTASC 4, 7, 9)

2. reflect on the knowledge and skills that were experienced in the required educational program (Cruickshank, Jenkins, & Metcalf, 2009; Marzano, Pickering, & Pollock 2004) (Inquisitive; Reflective; INTASC 3, 4, 8, 9)

3. reflect on the practices implemented as a part of the current and previous field experiences (Arnold, 2001); (Adaptive; Reflective; INTASC 3, 4, 8, 9)
4. complete a summary/reflective/assessment portfolio (complete electronic portfolio) designed to demonstrate mastery of program content; (Decisive; Inquisitive; Adaptive; Knowledgeable; Reflective; INTASC 1-10) and,

5. compose reflective compositions on growth as a professional that incorporate the understanding of how content, pedagogy, diversity, ethics, and technology affect the teaching profession.

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: Foliotek. You must have a subscription that is good through April 30, 2011.


References:


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. Regular and punctual attendance at seminar meetings and participation in on-line discussion and in-class activities is required. 20 points will be deducted for each class absence. Online absenteeism will conform to the rubric related to the four class discussions. See #2. (100 points)

Course Objectives 1, 2, 3.

2. Participate in four online discussions as prescribed by the rubric provided. Over the week’s period of time, one should contribute at least three responses to the prompts given on CourseDen. The midnight cut-off is final. No late work will be accepted. (100 points)

Course Objective 4, 5.

3. Contribute five reflective pieces as prescriber in CourseDen. Prompts are given and the cut-off times will be adhered to. No late work will be accepted. Please do not send these to the instructor’s e-mail address. (100 points)

Course Objectives 4, 5.

4. Philosophy and Resume. These should be posted on Foliotek by January 27, 2011. Please bring a copy of your resume to class on January 20, 2011, as we will discuss good ones and bad ones. (100 points)

Course Objectives 1-5.

5. Effect on Instruction is due on April 14, but must be done when you are teaching on your own. Consequently, please refer to the instructions promptly to be prepared. It must also be put on Foliotek. Plan to turn in a paper copy on the 14th. Must be on Foliotek by April 21, 2011. (100 points)

Course Objectives 1-5.

6. Foliotek. In addition to the philosophy, resume, and effect on instruction activity, you must load artifacts to Foliotek to show mastery in knowledge, skills, and dispositions in the 10 descriptors related to the UWG College of Education’s Conceptual Framework and in the content as prescribed by your professional organization. One artifact will be loaded for each of the descriptors, along with a reflection and five artifacts, along with reflections, will be loaded to the content standards. The descriptors will be graded as outlined below and will not be graded late. (40 points per descriptor). The content is due last on April 21, 2011, at midnight. (500 points total).
Course Objectives 1-5.

Assignments will be graded by the course instructor, based on accuracy, completeness, and consistency with deadlines, as well as the guidelines distributed and/or discussed in class. Each assignment will be assigned a specific number of points. Failure to meet deadlines/guidelines for the assignments will result in a grade reduction.

Grading Policy:

1000 points

A = 90-100 %  B = 80-89 %  C = 70-79 %  F = below 70 %

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Information</th>
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<tbody>
<tr>
<td>Jan 6</td>
<td>Go over Syllabus in class. Receive instructions about CourseDen. Discuss Foliotek. Receive copies of instructions for Effect on Instruction and a summary of the Conceptual Framework. <strong>Assignment due next week:</strong> Scan Unit 1 and read Unit 2 of text.</td>
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<tr>
<td>Jan 13</td>
<td>Review Units 1 and 2 in class. Discuss philosophies and the Position Paper on Philosophy you must write and load to Foliotek by January 27. <strong>Assignments due next week:</strong> Read Unit 3. Make up a resume and bring to class.</td>
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<tr>
<td>Jan 20</td>
<td>First hour – Guest Speaker from Career Services to talk about resumes and interviews. Rest of class will be a discussion of classroom management and Unit 3. <strong>Assignments due next week:</strong> Philosophy and Resume should be loaded to Foliotek. Reflection 1 should be loaded to CourseDen.</td>
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<tr>
<td>Jan 27</td>
<td>Class consists of completing Online work. I will be here at 5:30 should you encounter difficulties. We can go to the Computer Lab if you need to. The Philosophy Position Paper, the Resume and the first Reflection should be loaded by midnight. <strong>Assignment:</strong> See below.</td>
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<tr>
<td>Feb 3</td>
<td>ONLINE – Between January 28 and midnight tonight, you should contribute to the online discussion on discipline and classroom management. As the rubric describes, you should respond, or enter information, three times. The responses should be substantive. It is best to respond once, let a day or by, and then go back and respond to other posts. These instructions will not be repeated for the other weeks we are online. Refer back here or to the rubric. <strong>Assignments due next week:</strong> Read Unit 4. Load to Foliotek artifacts and reflections for the first two descriptors: Inquisitive and Adaptive.</td>
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<tr>
<td>Feb 10</td>
<td>Foliotek due by midnight. See you in class at 5:30. <strong>Assignment due next week:</strong> Online discussion. Scan Unit 5 before beginning discussion. Refer to February 3. Reflection 2 due on the 24th by midnight.</td>
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<tr>
<td>Feb 17</td>
<td>ONLINE</td>
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<tr>
<td>Feb 24</td>
<td>Work Session. Class does not meet formerly. I will be available to assist anyone struggling with assignments or planning for future assignments. This would be a</td>
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good time to begin loading the artifacts for the content standards in Foliotek. Five (plus reflections) are required. Most of you did these in methods and they are already graded. I must be able to see them, but I will not re-grade. Reflection 2 due. **Assignment due next week:** Artifacts posted to Foliotek: Proactive and Leading. Read Unit 6.

**March 3**
Guest Speaker: Principal, Topic: How I know a good teacher when I see one? Discuss Effect on Instruction assignment. Discuss Unit 6.

**March 10**  
**SPRING BREAK**

**March 17**
ONLINE **Assignments due next week:** Read Unit 7. Reflection 3 due. Two descriptors due on Foliotek: Reflective and Knowledgeable

**March 24**
Discuss Unit 7. Guest Speaker on technology. Reflection 3 due by midnight. Two descriptors and reflections due on Foliotek by midnight. **Reflective 4 due on April 7, as are the two descriptors: Decisive and Culturally Sensitive.**

**March 31**
ONLINE

**April 7**
Work Session – class does not meet formally. I will be available to assist students who are working on Foliotek. Reflection 4 due on CourseDen by midnight. Descriptor artifacts and reflections due on Foliotek by midnight. **Assignments due next week:** Effect on Instruction due on Foliotek by midnight. Read Unit 8. Load artifacts for Empathetic and Collaborative to Foliotek.

**April 14**
Effect on Instruction due on Foliotek by midnight, as are the descriptors for Foliotek. Discuss Unit 8. Do evaluation. **Assignments due next week:** ALL Foliotek must be present or you will receive an I for the course and a call from me. Reflection 5 is due next week.

**April 21**
Class does not meet. Professor available for any last minute assistance on Foliotek. Reflection 5 is due, as well as all of Foliotek.

**May 5**
Finals night. At this time, there is no plan for a final. This may change during the semester if assignments are not completed and students fail to have an A or B in the course. If there is a final, it will cover the textbook readings. It will be graded on an A-F system and averaged in with the student’s grade to this point as an additional grade. It will be worth 100 points.

**CLASS, DEPARTMENT, AND UNIVERSITY POLICIES**

**Academic Honesty:** All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook and the Graduate Catalog.

**Attendance:** Attendance is required either in person, or online, for all class meetings.

**Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If
you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

**Extra Credit:** There is no extra credit option in this course.

**Late Work:** Late work will mean a deduction in points. Work may be posted early.

**Professional Conduct:** Students are expected to act as the professionals they are by this point in their careers. Attendance and promptness are at the top of that list. Confidentiality is also important. Discussions in class and online are to be respected as confidential and should not be discussed outside of class, except with the professor or University Supervisors.

**Student Email Policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. **Do not use the e-mail function within CourseDen. ALL communication should transpire via the official UWG e-mail.**